



**south dakota**  
**DEPARTMENT OF EDUCATION**  
Learning. Leadership. Service.

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**Request for Exception from 1.0 Percent Rule Application**

District: \_\_\_\_\_ Contact Person: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ E-mail address: \_\_\_\_\_

**Please complete the following information:**

1. Total tested population grades 3-8 & 11 \_\_\_\_\_
2. Total number of students taking the alternate assessment \_\_\_\_\_
3. Total number of students taking the alternate assessment meeting the significant cognitive disability criteria \_\_\_\_\_
4. Percent of students that can be applied to the 1% exception  $(\#3/\#1)*100=$  \_\_\_\_\_
5. Total exception requested \_\_\_\_\_

**Please provide response to the following:**

I. A **written explanation** of circumstances that result in more than 1.0 percent of all students assessed, grades 3-8 and 11, in the district having significant cognitive disabilities. Some examples might include: districts testing less than 100 students, highly transient populations, variation in class size between grade levels, programs that attract families of students with disabilities, and medical facilities. (**Please Attach**)

II. Data showing the incidence rate of students with significant cognitive disabilities in the district. Other data provided should support the written explanation given in Section I. Suggested data could include: confirmatory data demonstrating that the district has programs that attract students with significant cognitive disabilities, total population tested in the district if the district's reason for requesting exemption is due to its small size, longitudinal data and/or information indicating that students' participation in such assessments is made on a case-by-case basis (**Please Attach**)

Sample chart to show longitudinal data (complete for previous, current and projected years):

School Year	Total Tested	Total on IEP's	Total meeting significant cognitive disability criteria
Grade 3			
Grade 4			
Grade 5			
Grade 6			

Grade 7			
Grade 8			
Grade 11			
District Total			

(# with significant cognitive disabilities/total tested)\*100=percent

Sample chart of students with significant cognitive disabilities:

Student #/Testing decision (Dakota Step or Dakota STEP-A)	Grade/ Age	Disability category	Circumstances	Data: (include achievement, academic, and adaptive standard scores)

III. Information showing how the district has implemented alternate achievement standards (summary of 34 CFR §200.6(a)(2)(iii)): **(Please attach supporting information for A-F)**

- A. Guidelines for individualized education program (IEP) teams to determine when a child's significant cognitive disability justifies the alternate assessment based on alternate academic achievement standards. (Utilize the *South Dakota Significant Cognitive Disability Criteria*)
- B. Information about how parents participate and are informed that their child will be assessed based on alternate academic achievement standards
- C. Documentation of the numbers and percentages of students in the district taking:
  - 1) An alternate assessment based on alternate academic achievement standards
  - 2) Statewide assessments (with or without accommodations)
- D. Documentation that describes how students with significant cognitive disabilities are included in the district's statewide curriculum and that shows how alternate assessments are aligned with that curriculum.
- E. Documentation of efforts taken by the district to develop, disseminate information on, and promote the use of appropriate accommodations.
- F. Documentation of efforts (such as professional development or guidance documents) taken to ensure that teachers and other staff know how to administer assessments, including appropriate use of accommodations.

**Submit to:** Merle Doolittle  
 Special Education Programs  
 South Dakota Department of Education  
 700 Governors Drive  
 Pierre, SD 57501